

Stakeholder's Perception of the Integration of Leadership Education into the Senior Secondary School Curriculum

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Abstract

This study examined the perception of stakeholders on the integration of leadership education into the senior secondary school curriculum in Nigeria. It also considered a variety of factors that may promote or hinder the integration of leadership education into the Nigerian senior secondary school curriculum. The study adopted the descriptive survey research design. A self-designed questionnaire titled Parent-Teachers-Students Perception Questionnaire (PTSPQ) was developed by the researcher and validated by experts. Data collected were analysed using simple frequency count; percentage score, mean and standard deviation. Findings shows that leadership education can develop the leadership knowledge and potentials of senior secondary school students; that majority of the respondents agreed that there is need for leadership education to be integrated into the senior secondary school curriculum and that integration of leadership education into the senior secondary school curriculum would provide proper structured training of potential leaders within the society. The study recommended that advocacy for leadership education should be embarked upon to sensitise the public and get more people to buy into the idea; that teachers should be trained and equipped to be able to implement the leadership education curriculum and that government allocations to education should be increased in order to accommodate adequate provision of instructional materials and specialist teachers training and remuneration.

Keywords: Leadership education, leadership, integration, senior secondary school curriculum, Nigeria secondary school curriculum

INTRODUCTION

Leadership is pivotal to the development and continuous survival of any nation. The quality of leadership in any society impacts the life of the citizens and the nation's social institutions positively or otherwise. Generally speaking, whether poor or rich, young or old, male or female, one gets to lead in some capacity, at some point or another in the course of life. If this is true, it is also true that everyone could do a better job as leaders, if they are adequately prepared for leadership responsibilities.

Obasanjo (1993) wrote in the preface of his collection of speeches that most African leaders arrived at leadership positions unprepared for the roles their offices demanded of them. He argued that they were ill-equipped and ill-prepared for the demands of the world in which they were going to operate. Afegbua (2012) stated that African leaders have frequently come to their position unprepared and unaided and attributed this to the fact that there are no institutions in Africa devoted to preparing potential leaders. Folarin (2013) identified undeveloped performance skills and a warped educational system as one of the challenges of leadership in Nigeria. He concluded that developing leadership training and culture that is properly positioned for the youth is one of the ways forward.

Achebe (1984) stated that the root cause of the Nigerian predicament should be laid squarely at the foot of bad leadership. Nigeria got her Independence in 1960, 53 years later, Gberevbie, et al (2013) submitted that Nigeria is still crawling and battling with lack of developmental related challenges that border on poor leadership and governance.

Starting from the First Republic, the first Prime Minister of Nigeria, Sir Abubakar Tafawa Balewa and Nnamdi Azikiwe assumed leadership unprepared and in the words of Ogbeidi (2012), it appeared "there were no men of good character in the political leadership of the First Republic" (p.6). The emergence of Nzeogwu-led coup did not fare better and resulted in another ill-prepared leadership of Aguyi Ironsi. Mark, et al (2010) observed that Gowon's military government was completely unprepared to manage (Nigeria) prudently. After General Murtala's death, Obasanjo was ushered into the leadership of the country reluctantly. Nwachukwu (2010), thus averred that General Obasanjo was hurriedly made and sold by People's Democratic Party unprepared. Thus the nation had an unprepared leader at the helm of leadership for eight years during which he took far reaching decisions.

Speaking about the Second Republic, Oluwasanmi (2007) wrote that Shehu Shagari wanted to be a senator but was given a job – headship of the Federal Government of Nigeria, which he did not actively seek. Thus Shagari was unprepared for the leadership of the country and that was evidenced in the weak administration of the country during his stay in the saddle.

Major-General Muhammadu Buhari; General Ibrahim Babangida; General Sani Abacha; General Abdulsalami Abubakar, and General Olusegun Obasanjo were all military rulers who had their share of leadership deficiency at varied times in the history of the nation and Ogbeidi (2012) summarized that the military rulers were neither better nor different from the civilians leaders in terms of the quality of leadership they offered.

On the part of President Yar’Adu, Irikefe (2013) noted that “in the end, it is a government that betrays its mandate to the ordinary people and the trust that binds both” (p. 60). President Jonathan on the other hand stepped into leadership to strike a balance on primordial purposes and was called all sorts of unprintable names during his period in government. Yunusa (2009) captured the scenario appropriately when he noted that over the years, Nigeria’s failure has been traced largely to a failure of leadership as most Nigerian leaders come to power unprepared. It is therefore not out of place to agree with Sanusi (2012) who at a public lecture reiterated that Nigeria failed because people come into positions unprepared, without guidance and that they try to learn on the job. The Leadership crisis in Nigeria is not peculiar to the political sector alone, but has extended to all spheres of life including the education and the corporate sectors. There are problems even with family leadership with many families feeling the strain of a failed and unfocused leadership in the family.

Leadership has been of interest for many hundreds of years, from the early Greek Philosophers such as Plato and Socrates to a plethora of management and leadership scholars. Burns (1978) in his seminal work entitled *Leadership*, stated that one of the greatest needs of our times is leadership. Young (2002) added that as leadership is of great importance and concern to humankind, then it is reasonable to desire to understand what it is. Bolden (2004) argued that in this changing, global environment, leadership holds the answer not only to the success of individuals and organisations but also to sectors, regions and nations.

Various definitions of leadership by different scholars suggest the following as central to the phenomenon of leadership:

i. Leadership is a process (Northouse, 2007),

- ii. leadership involves influencing others (Yukl 2006),
- iii. leadership happens within the context of a group (Ogbeidi 2012),
- iv. leadership involves goal attainment (Ubegbe 1999),
- v. these goals are shared by leaders and their followers (Ogbeidi 2012), and
- vi. The only innate quality required by any individual to lead is average intelligence (Wayne and Miskel 2008).

The consequences of leadership deficiency has detrimental effects on followers health and wellbeing in terms of lower levels of performance, increased work-family conflict, and psychological distress (Tepper, 2000); psychological distress like anxiety, and depression (Hoel, et al 1999); negative emotions (Bowling & Beehr, 2006), overt anger (Aquino, et al, 2004) and poor health conditions (Wager, et al 2003). On a larger scale, Avolio and Gardner (2005) noted that leadership deficiency results in immoral or unethical behaviors, financial greed and corruption, corporate meltdowns, and spiraling unethical practices.

Karnes and Bean (2010) wrote that because of current circumstances facing our nation and world, it was clear that more serious attention should be given to developing young leaders who are critical thinkers, creative problems solver, and strong communicators. According to Wren & Watez (1995), leadership education can support, teach, and train young students to be leaders on all levels to face some of the world’s most threatening problems.

Brungardt (1996) noted that leadership education refers to those learning activities and educational situations intended to enhance leadership abilities. Kretman (2009) remarked that leadership skills are not necessarily innate characteristics/qualities; they are learned behaviors and therefore can be taught; and with specific reference to children, suggested that leadership skills in kids can be inculcated in childhood, so it is never too early to start.

Hess (2010) described leadership education as a curriculum that teaches specific skills and qualities to students in order to empower and prepare them to deal with the many challenges our community, society, nation, and world faces. His examples of these qualities and skills include the ability to take risks, critically and creatively solve problems, make decisions, communicate, collaborate, cooperate, persist, adapt, be self-aware, be confident, know when and how to do the right thing, be an active community member, have courage, and develop a sense of a moral compass.

Watt (1995) remarked that recent changes within education has included a focus on effective leadership education, and that many educational institutions recognise the importance of including courses and programmes that provide education for developing effective leadership. He further explained that leaders of the 21st Century will need to be able to skillfully communicate with people in order to lead effectively while promoting cooperation and mutual understanding among diverse people.

It might be pertinent to note that leadership education began with Kurt Hahn. Hahn educational philosophy was based on respect for adolescents. To him adolescents have innate decency and moral sense that were corrupted by society as they got older. He therefore believed that if students were given opportunities for personal leadership and exposed to the results of their actions they would be better equipped to make the right decisions. He emphasized that education must encompass both the intellect and character of a person. Over time, leadership education evolved into helping students develop leadership skills by practising them and creating the approach that most leadership programmes follow today.

In countries like the USA, leadership education is offered in high and middle schools with emphasis on character and leadership development. According to Hoedel, (2016), who created, taught and evaluated the character development and leadership curriculum which was used in 50 states in the USA, leadership curriculum is not just a bunch of lessons thrown together to be used as a filler at the end of class, rather it is a consistent set of 10 lesson plans with enough material to be taught as a course.

In Canada, leadership development programmes found a place in Ontario high schools and is outlined in plain language for use in schools in the Ontario Ministry of Education document "Finding Common Ground" where leadership development programmes are considered key concepts that promote character education policy and are cited as opportunities for character development. (Ontario Ministry of Education, 2008a, p. 12). Other countries that have embraced and integrated leadership education into their respective curriculum include India, Malaysia, United Arab Emirates, Egypt and United Kingdom.

It is, however, sad to note that, in the face of this critical relevance of leadership and the dialogues associated with it, leadership education is not given its prime position in the Nigerian secondary school curriculum. Leadership education is more or less a casual activity that students engage in either on personal interest or stumbled into in the course of studying other school subjects. Leadership education seemingly is relegated to the background and in

Nigeria today, generations that do not know much about leadership, its expectations and responsibilities or how to lead when the opportunity presents itself, are being raised inspite of the leadership roles they are made to play.

Need for Leadership Education in Nigeria

Leadership is not in isolation, it is usually associated with the led. Any group that has goals to be achieved undoubtedly needs a leader. The requirement of leadership arises from the need to have one who can control and direct the activities of members in order to realise the goals of the group. Nigeria, therefore is made up of people who belong to various groups that make up the society. Each of these groups whether on a small or large scale needs leaders.

A 2015 Nigerian Leadership Initiative in collaboration with Yale University seminar where participants looked at changes and adjustments that should be made in Nigeria, emphasized imparting leadership skills to younger generation so that they would grow up to be leaders that will have the kind of leadership that is based on values and ethics. Dangote (2013) at the African Business Conference of the Lagos Business School said that Nigeria has the capacity to 'light up Africa in the next 20 years' with the right leadership; while Alile (2016) stated that apart from the systemic economic leakage called corruption, lack of overarching strategy and poor strategic leadership and governance, remain Nigeria's greatest challenge.

Nakpodia, (2012) noted that what is needed in the present Nigerian scenario is to inculcate leadership programmes or training in the educational institutions. He added that leadership is a skill that needs to be taught in schools and that only then can Nigeria produce leaders who will have the potentials to bring about a change in Nigeria.

Allen, et al (1998), Starr (1996) advocated the need for a leadership education curriculum from the kindergarten level up through high school and argued that it will help students acquire leadership skills and enforcing these skills in many settings and situations will experience stronger personal growth and development. Starr (1996) added that integrating these themes and skills successfully at appropriate developmental levels across the curriculum, would provide a better coordinated range of tools with which students can understand who they are and how they can become more active in the society.

Kolawole (2016) stated that the way education is structured depends on what the government and the larger society see as its utilitarian value. He added that education is not only a tool of cultural transmission, but also a tool through which whatever changes and development intended by any society

should be taught in school. If the problem with Nigeria has been identified as one of leadership, and education has been established as a tool to social re-engineering in any society, one way by which leadership problem in Nigeria can be handled is to train leaders through the educational system by integrating leadership education into the education curriculum. Presently there is no curriculum or any known structure that can be used to develop and drive leadership in the school system, although leadership concepts are implied in some subjects that are being taught in schools. This has created a gap that this study is set to bridge.

Benefits of Leadership Education

The primary purpose of leadership education is to build general leadership ability in youth. Some programmes stress the development of leadership in the individual student; others recognise the development of leadership through group processes.

The justification for youth leadership development is in three folds:

- i. providing opportunities for the development of leadership potential and skills; and the platform to practice those skills;
- ii. enabling students to experience their power to effect change by exercising leadership within their area of influence, in their environment through formal and informal interventions;
- iii. providing training for emerging leaders

The following are benefits that promote leadership programmes:

- i. provision of students with opportunities to develop and practice leadership and social action skills in order to become catalysts for change;
- ii. provision of students with opportunities to develop awareness and understanding of community issues, problems, and resources;
- iii. increasing young people's self-esteem, as well as critical thinking and problem-solving abilities through opportunities for real-life application in the school and community;
- iv. offering students opportunities to engage in service learning, enhance interpersonal and public speaking skills, and engage in civic participation;
- v. enriching academic-socio-emotional learning in school;

It is believed that if leadership education is integrated into the senior secondary school curriculum and effectively taught, it will be possible to achieve some of the benefits of leadership outlined here. It is also imperative to find out how stakeholders perceive the integration.

Statement of the Problem

Leadership is central to the development and advancement of every nation. Unfortunately, there is no organized structure to formally train and prepare young Nigerians to imbibe core leadership values that can engender positive development. The way leadership is attained has been inconsistent and without formal training in the educational system. Several propositions have been made on how Nigeria could improve the quality of its leaders but none has suggested the integration of leadership education curriculum into senior secondary schools. This study therefore, examined the perception of stakeholders on the integration of leadership education into the secondary school curriculum. Specifically the study examined the views of parents, teachers and students of senior secondary schools on the integration of leadership education into the senior secondary school curriculum.

Research Questions

The following research questions were raised and answered in this study:-

- i. To what extent would leadership education develop leadership knowledge and potentials of senior secondary school students?
- ii. What is the aggregate perception of students; teachers and parents on the need for the inclusion of leadership education in the senior secondary school curriculum?
- iii. To what extent would the integration of leadership education into the senior secondary school curriculum provide structured training of potential leaders within the society?

METHODOLOGY

Research Design

This study adopted the descriptive survey research design. It is designed to examine the perception of stakeholders on the integration of integrating leadership education into the senior secondary school curriculum.

Population

This study covered all students, teachers and parents of the students in senior secondary schools in Ibadan metropolis of Oyo State.

Validity and Reliability of the Instrument

The research instrument constructed by the researcher was presented to experts in the Department of Teacher Education of the University of Ibadan for face and content validity. To test the reliability of the instrument, 50 copies of the questionnaire were administered to a sample of 40 senior secondary school students, 5 teachers and 5 parents who were not involved in the main study. Cronbach Alpha formula was used to determine the reliability, which yielded a reliability coefficient of 0.75.

Method of Data Analysis

Copies of the questionnaires retrieved from parents, teachers and students in the selected schools visited were scored and analyzed using simple frequency

count; percentage score, mean and standard deviation.

RESULTS AND DISCUSSIONS

Table 4.1: Students view on the inclusion of leadership education into the senior school curriculum

S/N	ITEMS	SA (F) (%)	A (F) (%)	D (F) (%)	SD (F) (%)	MEAN	SD.
1	There is need for leadership education to be integrated into the senior secondary school curriculum	137 (45.7%)	141 (47%)	10 (3.3%)	12 (4%)	3.34	.731
2	Through leadership education students can actively contribute towards national development	139 (46.3%)	153 (51%)	8 (2.7)	-	3.44	.548
3	Introduction of leadership education curriculum will enhance students' academic performance	122 (40.9%)	138 (46.3%)	32 (10.7%)	6 (2%)	3.26	.728
4	Introduction of leadership education can help students of senior secondary schools to develop their knowledge in leadership	175 (58.3%)	110 (36.7%)	11 (3.7%)	4 (1.3%)	3.52	.636
5	Integration of leadership education can develop the leadership potentials of senior secondary school students	148 (49.5%)	132 (44.1%)	15 (5%)	4 (1.3%)	3.42	.652
6	Leadership education can develop the awareness of general masses towards leadership activities	118 (39.3%)	154 (51.3%)	22 (7.3%)	6 (2%)	3.28	.685
7	Integration of leadership education can help senior secondary school students to develop sense of responsibility	166 (55.3%)	121 (40.3%)	10 (3.3%)	3 (1%)	3.50	.615
8	Leadership education will encourage gender equality among senior secondary students and the society	120 (40%)	144 (48%)	28 (9.3%)	7 (2.3%)	3.40	2.460
9	Leadership education should be taught as a separate subject like Literature, Science and Mathematics in senior secondary schools	125 (41.7%)	105 (35%)	49 (16.3%)	21 (7%)	3.11	.922
10	Leadership education should be introduced into the curriculum of secondary schools through other school subjects	139 (46.3)	103 (34.3%)	46 (15.3%)	11 (3.7%)	3.34	1.914

Table 4.1 presents students view on the need for the inclusion of leadership education curriculum in senior secondary schools. It shows that 278 or 92.7% of the students agreed that there is need for Leadership Education to be integrated into the senior secondary school curriculum while 22 or 7.3% disagreed. Also, 292 or 97.3% agreed that with leadership education students can actively contribute towards national development while 8 or 2.7% disagreed. Still, 262 or 87.2% of the students agreed that introduction of leadership education curriculum will enhance students' academic performance while 16.9% of the students disagreed. Moreover, 285 or 95% of the students agreed that introduction of leadership education can help them to develop knowledge in leadership while 15 or 5% of the students disagreed. Furthermore, 280 or 93.6% of the students agreed that integration of leadership education can develop the leadership potentials of senior secondary school students while 19 or 6.3% disagreed. Similarly, 272 or 90.6% of the students agreed that leadership education can develop the awareness of the general masses towards leadership activities while 28 or 9.3% disagreed. In the same vein, 287 or 95.6% of the students agreed that integration of leadership education can help senior secondary school students to develop sense of responsibility while 13 or 4.3% disagreed. Still, 264 or 88% of the students agreed that leadership education will encourage gender equality among senior secondary students and the

society while 35 or 11.6% of the students disagreed. Further, 230 or 76.7% of the respondents agreed that leadership education should be taught as a separate subject like Literature, Science and Mathematics in senior secondary schools while 70 or 23.3% of the students disagreed. Finally, 242 or 80.6% of the students agreed that leadership education should be introduced into the curriculum of secondary schools through other school subjects while 57 or 19% disagreed.

Table 4.2 presents teachers view on the need for the inclusion of leadership education curriculum in senior secondary schools. It shows that 47 or 94% of the teachers agreed that there is need for leadership education to be integrated into the senior secondary school curriculum while 3 or 6% disagreed. Also, 46 or 92% agreed that through leadership education students can actively contribute towards national development while 4 or 8% disagreed. Still, 39 or 78% of the teachers agreed that the introduction of leadership education curriculum will enhance students' academic performance while 11 or 22% of the teachers disagreed. Moreover, 47 or 94% of the teachers agreed that introduction of leadership education can help senior secondary school students to develop their knowledge in leadership while 3 or 6% of the teachers disagreed. Furthermore, 47 or 94% of the teachers agreed that integration of leadership education can develop the leadership

potentials of senior secondary school students while 3 or 6% disagreed. Similarly, 45 or 90% of the teachers agreed that leadership education can develop the awareness of general masses towards leadership activities while 5 or 10% disagreed. In the same vein, 47 or 94% of the teachers agreed that integration of leadership education can help senior secondary school students to develop sense of responsibility while 3 or 6% disagreed. Still, 44 or 88% of the teachers agreed that leadership education will encourage gender equality among senior secondary students and the society, while 5 or 10.1% of the

teachers disagreed. Further, 32 or 64% of the respondents agreed that leadership education should be taught as a separate subject like Literature, Science and Mathematics in senior secondary schools while 18 or 36% of the teachers disagreed. Finally, 37 or 74% of the teachers agreed that leadership education should be introduced into the curriculum of secondary schools through other school subjects while 13 or 24% disagreed.

Table 4.2: Teachers view on the inclusion of leadership education into the senior school curriculum

S/N	ITEMS	SA (F) (%)	A (F) (%)	D (F) (%)	SD (F) (%)	MEAN	SD.
1	There is need for leadership education to be integrated into the senior secondary school curriculum	22 (44%)	25 (50%)	3 (6%)	-	3.38	.602
2	Through leadership education students can actively contribute towards national development	20 (40%)	26 (52%)	3 (6%)	1 (2%)	3.30	.678
3	Introduction of leadership education curriculum will enhance students' academic performance	11 (22%)	28 (56%)	9 (18%)	2 (4%)	2.96	.755
4	Introduction of leadership education can help students of senior secondary schools to develop their knowledge in leadership	21 (42%)	26 (52%)	3 (6%)	-	3.36	.598
5	Integration of leadership education can develop the leadership potentials of senior secondary school students	22 (44%)	25 (50%)	1 (2%)	2 (4%)	3.34	.717
6	Leadership education can develop the awareness of general masses towards Leadership activities	10 (20%)	35 (70%)	2 (4%)	3 (6%)	3.04	.699
7	Integration of leadership education can help senior secondary school students to develop sense of responsibility	23 (46%)	24 (48%)	3 (6%)	-	3.40	.606
8	Leadership education will encourage gender equality among senior secondary students and the society	14 (28%)	30 (60%)	3 (6.1%)	2 (4%)	3.14	.707
9	Leadership education should be taught as a separate subject like Literature, Science and Mathematics in senior secondary schools	13 (26%)	19 (38%)	12 (24%)	6 (12%)	2.78	.975
10	Leadership education should be introduced into the curriculum of secondary schools through other school subjects	14 (28%)	23 (46%)	9 (18%)	4 (8%)	2.94	.890

Table 4.3: Parents view on the inclusion of leadership education into the senior school curriculum

S/N	ITEMS	SA (F) (%)	A (F) (%)	D (F) (%)	SD (F) (%)	MEAN	SD.
1	There is need for leadership education to be integrated into the senior secondary school curriculum	29 (58%)	20 (40%)	1 (2%)	-	3.54	.613
2	Through leadership education students can actively contribute towards national development	23 (46%)	27 (54%)	-	-	3.46	.503
3	Introduction of leadership education curriculum will enhance students' academic performance	20 (40%)	24 (48%)	3 (6%)	3 (6%)	3.22	.815
4	Introduction of leadership education can help students of senior secondary schools to develop their knowledge in leadership	26 (52%)	23 (46%)	1 (2%)	-	3.48	.614
5	Integration of leadership education can develop the leadership potentials of senior secondary school students	23 (46%)	25 (50%)	1 (2%)	1 (2%)	3.40	.639
6	Leadership education can develop the awareness of general masses towards leadership activities	18 (36%)	27 (54%)	4 (8%)	1 (2%)	3.24	.687
7	Integration of leadership education can help senior secondary school students to develop sense of responsibility	26 (53.1)	20 (40.8)	2 (4.1)	-	4.33	5.814
8	Leadership education will encourage gender equality among senior secondary students and the society	15 (30.6%)	26 (53.1%)	7 (14.3%)	1 (2%)	3.12	.726
9	Leadership education should be taught as a separate subject like Literature, Science and Mathematics in senior secondary schools	15 (31.3%)	19 (39.6%)	12 (25%)	2 (4.2%)	2.98	.863
10	Leadership education should be introduced into the curriculum of secondary schools through other school subjects	10 (20.4%)	25 (51%)	10 (20.4%)	4 (8.2%)	2.84	.850

Table 4.3. presents parents view on the need for the inclusion of leadership education curriculum in senior secondary schools. It shows that 49 or 98% of the

parents agreed that there is need for leadership education to be integrated into the senior secondary school curriculum while 1 or 2% disagreed. Also, 50

or 100% agreed that through leadership education students can actively contribute towards national development. Still, 44 or 88% of the parents agreed that introduction of leadership education curriculum will enhance students' academic performance while 6 or 12% of the parents disagreed. Moreover, 49 or 98% of the parents agreed that introduction of leadership education can help senior secondary school students to develop their knowledge in leadership while 1 or 2% of the parents disagreed. Furthermore, 48 or 96% of the parents agreed that integration of leadership education can develop the leadership potentials of senior secondary school students while 2 or 4% disagreed. Similarly, 45 or 90% of the parents agreed that leadership education can develop the awareness of general masses towards leadership activities while 5 or 10% disagreed. In the same vein, 41 or 83.7% of the parents agreed that integration of leadership education can help senior secondary school students to develop sense of responsibility while 9 or 16.3% disagreed. Still, 31 or 83.7% of the parents agreed that leadership education will encourage gender equality among senior secondary students and the society while 8 or 16.3% of the parents disagreed. Further, 34 or 70.9% of the respondents agreed that leadership education should be taught as a separate subject like Literature, Science and Mathematics in senior secondary schools while 14 or 29.2% of the parents disagreed. Finally, 35 or 71.4% of the parents agreed that leadership education should be introduced into the curriculum of secondary schools through other school subjects while 14 or 28.6% disagreed.

IMPLICATIONS OF FINDINGS

Literature review has shown that less research exists on the perspectives of stakeholders on the integration of leadership education into the Nigerian secondary school curriculum. The majority of research and writings on leadership in Nigeria focuses primarily on adult leadership in corporate organisations or other institutions. Cowan and Callahan (2005). It is instructive to note that research suggest that students who participate in leadership programmes develop leadership capacities, and most importantly suggest that leadership programmes should be grounded in theories that are consistent with the contemporary societal context.

Research studies have shown that people who exhibit leadership qualities later in life have one thing in common – they were given an opportunity to lead very early in life or in their careers (Kotter 1990). Research has also shown that leadership development starts early and that skills crucial for effective leadership, including the capacity to understand and interact with others, develop strikingly in adolescence and especially in young adulthood. Gardner (1983). Today schools are drawing more and more attention to the leadership of students through education and

leadership experience in an attempt to unearth the potential leaders. Schneider, et al (1999), Schneider et al (2002). This reveals that leadership has become an important skill for the society at large. Although aspects of leadership behaviour are not easily learned in regular classroom routines, a curriculum that encourages self- development rather than passive listening can be the foundation for developing leadership skills in students. Glenn (2002).

Some important implications of the study are summarized as follows:-

- i. This study may provide a framework from which to base future dialogue and research on leadership education in Nigeria secondary school curriculum.
- ii. The review of literature shows that leadership skills can be acquired or developed by anyone of average intelligence through the school system, thereby demystifying leadership.
- iii. This study has been able to ascertain the need to integrate leadership education into the senior secondary school curriculum in Nigeria thus giving it its relevant and critical place in the Nigerian secondary school curriculum.
- iv. This study may also be a pointer in the direction to solving one of Nigeria's major problem that cuts across all facets of the country, the problem of leadership.

SUMMARY

This study surveyed the perception of stakeholders on the integration of leadership education into the senior secondary school curriculum in Nigeria using senior secondary school students, teachers and parents as stakeholders. The sample of the study was made up of fifty teachers, fifty parents and three hundred students in senior secondary schools randomly selected from ten private and public owned secondary schools within Ibadan metropolis of Oyo State. One research instrument of twenty four-point Likert Scale items was developed by the researcher and used for data collection data. Data collected were analysed using simple frequency count; percentage score, mean, and standard deviation. The main findings of this study are summarily presented as follows:

1. There is need for the integration of leadership education into the senior secondary school curriculum in Nigeria
2. Majority of the parents, teachers and students of senior secondary schools surveyed, are all in support of integrating leadership education into the senior secondary school curriculum.
3. Leadership education will prepare students to be in position to actively contribute to national development

4. Leadership education can develop the leadership knowledge and potentials of senior secondary school students which is required when opportunity to lead presents itself.
 5. Leadership education can develop the awareness of general masses towards leadership activities which is vital to the development of democratic values.
 6. Leadership education facilitates the development of students' sense of responsibility that is needed to meet societal expectations of leaders.
 7. Integration of leadership education into the senior secondary school curriculum will provide proper structured training of potential leaders within the society
 8. Integration of leadership education at the senior secondary school will contribute to solving Nigeria's leadership problem especially since the Nigerian Constitution stipulates secondary school certificate to be the minimum qualification for anyone aspiring to the highest political office in Nigeria
- ii. Teachers who will teach leadership education should be orientated and be equipped to be able to implement the curriculum
 - iii. Parents whose children will go through leadership education must see a need for it and so must be carried along, so as to give support in terms of material, moral and finance.
 - iv. Government allocations to education should be increased and be in position to accommodate adequate provision of instructional materials and specialist teachers of leadership education.
 - v. Curriculum planners should put structures in place and implement with synergy amongst the curriculum elements by ensuring that the objectives, content, method and evaluation are clearly articulated and stated. For example, evaluation of this curriculum should go beyond examination of the cognitive domain, it should be content based evaluation and practice orientated.

CONCLUSION

Consequent upon the findings from this study, it is hereby concluded that majority of the respondents want formally structured leadership education to be integrated into the senior secondary school curriculum through other school subjects. It also underpins the fact that leadership skills are not necessarily innate qualities and with the increasing value of leadership development and the Nigerian leadership crisis, it is imperative that the programmes being used to teach leadership in the senior secondary school are structured, valuable and effective.

The success or failure of leadership amongst other factors, is significantly dependent on how prepared the leader was at the time he/she assumes leadership in terms of leadership knowledge, expectations, roles and responsibilities. Therefore, the integration of leadership education into the secondary school curriculum will significantly provide the platform for preparation of young people to develop leadership skills and to develop positive attitude towards the subject.

RECOMMENDATIONS

Over 92% of the respondents had indicated positive perception, this means that students, teachers and parents who were surveyed, all agreed that there is need to integrate leadership education into the senior secondary school curriculum, therefore the following recommendations are made:-

- i. There should be advocacy for leadership education, where members of the society would be sensitised.

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